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ABSTRACT

This booklet sets forth four core learning goals in government for Maryland's high school students. Divided into four sections that correspond to the goals, the booklet lists both diverse content indicators in each section and the respective thinking and communication skills. Goal 1's Indicator 1.1.1 states: "The student will analyze historic documents to determine the basic principles of the United States government and apply them to real-world situations." Under this indicator in the booklet are nine thinking skills goals, such as "The student will develop alternative perspectives or ways of thinking and acting in complex situations," and six communication skills goals, such as "The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations." Goals 2, 3, and 4 have similar indicators and goals for thinking skills and communication skills, in ascending spheres of difficulty. (BT)

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ED 456 065

HIGH SCHOOL ASSESSMENT PROGRAM

Government

Showing the Match of the Content Indicators and The Skills For Success Elaborations in

- Thinking
- Communication

SO 031 856

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Government

Goal 1

Content Indicator and Skills for Success Elaboration Matches for:

- Thinking
- Communication

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Maryland Core Learning Goals
Government

Indicator: 1.1.1 ***The student will analyze historic documents to determine the basic principles of the United States government and apply them to real-world situations.***

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.1 Identify intended uses of ideas in specific situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 The student will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute, ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analysis of evidence and reasoning.

4.1 The student will understand situations within which problems are found.

4.1.4 Represent understanding of situations verbally or nonverbally.

Goal 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct as necessary.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.1 Identify purposes for gathering information to communicate in a variety of situations.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms using text-based and knowledge-based information and reasoning.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quantity, and importance of information.

2.6 The student will convey information and messages, using strategies and means appropriate to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.1.2 The student will evaluate how the principles of government assist or impede the functioning of government.

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.1 Identify intended uses of ideas in specific situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.3 Establish criteria for evaluating the relevance and usefulness of information for specific situations.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute, ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.2 Establish criteria for evaluating ideas, issues, or position, based on purposes in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.1.8 Identify additional information needed or new sources when appropriate.

2.4 The student will evaluate the usefulness of information gained for specific purposes.

2.4.2 Determine the accuracy, relevance, and credibility of information gained and used for specific purposes in specific situations.

2.4.4 Identify bias, misinterpretation, misuse of information, inaccurate, or sufficient information, failures in logic or reason, and so forth.

2.4.6 Compare analyses of the usefulness of information for specific purposes with analyses by others.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quantity, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.1.3 ***The student will evaluate roles and policies the United States government has assumed regarding public issues.***

Skills For Success Indicator and Elaboration Matches

Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.1 Identify intended uses of ideas in specific situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.3 Establish criteria for evaluating the relevance and usefulness of information for specific situations.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute, ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.2 Establish criteria for evaluating ideas, issues, or position, based on purposes in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Maryland Core Learning Goals
Government

Goal 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.4 The student will evaluate the usefulness of information gained for specific purposes.

2.4.2 Determine the accuracy, relevance, and credibility of information gained and used for specific purposes in specific situations.

2.4.4 Identify bias, misinterpretation, misuse of information, inaccurate, or sufficient information, failures in logic or reason, and so forth.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.1.4 ***The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions.***

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.1 Identify intended uses of ideas in specific situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.3 Establish criteria for evaluating the relevance and usefulness of information for specific situations.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute, ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

Goal 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quantity, and importance of information.

2.5.5 Identify and use short-term strategies such as notes or logs for organizing, storing, and accessing information for a variety of temporary uses.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.2.1 ***The student will analyze the impact of Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity if evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

Goal 3: Communications Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.3.6 Elaborate on key issues or ideas as necessary for audience understanding, interest, attention span, and available time.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.1 Identify intended uses of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.2.2 ***The student will analyze legislation designed to protect the rights on individuals and groups to promote equity in American society.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Distinguish between the style of presentation and informational content of ideas, issues, or arguments and positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.3.4 Identify strategies that seem most appropriate to situations, expected solutions, knowledge, available information and resources, and available levels of skills.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.3.11 Evaluate comprehension of texts, achievement of purposes for reading, and the uses of reading strategies.

2.4 The student will evaluate the usefulness of information gained for specific purposes.

2.4.4 Identify bias, misinterpretation, misuse of information, inaccurate or insufficient information, failures in logic or reason, and so forth.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.2.3 ***The student will evaluate the impact of governmental decisions and actions that have affected the rights of individuals and groups in American society and/or have affected maintaining order and/or safety.***

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issue, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.8 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.2.4 ***The student will analyze the underlying principles of due process.***

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.6 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

1.3.5 Anticipate possible problems or changes in purposes or situations.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.3 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support o refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.4 Determine how much needed information is explicit in situations and how much can be inferred or developed.

4.2.5 Redefine problems in light of available information.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.3.4 Identify strategies that seem most appropriate to situations, expected solutions, knowledge, available information and resources, and available levels of skills.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.4 Compare solutions with solutions by others.

Goal 3: Communications Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.3.6 Elaborate on key issues or ideas as necessary for audience understanding, interest, attention span, and available time.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 1.2.5 The student will analyze elements, proceedings, and decisions related to criminal and civil law.

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

1.3.5 Anticipate possible problems or changes in purposes or situations.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute, ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific situations.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.4 Determine how much needed information is explicit in situations and how much can be inferred or developed.

4.2.5 Redefine problems in light of available information.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.3.4 Identify strategies that seem most appropriate to situations, expected solutions, knowledge, available information and resources, and available levels of skills.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compare solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.3 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Government

Goal 2

Content Indicator and Skills for Success Elaboration Matches for:

- Thinking
- Communication

Maryland Core Learning Goals
Government

Indicator: 2.1.1 ***The student will analyze the effect of networks that link nations to United States economic, political, social, and foreign policy.***

Skills For Success Indicator and Elaboration Matches
Goal 2: Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways of doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purposes and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

1.3.5 Anticipate possible problems or changes in purposes or situations.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyses by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.4 Distinguish between the style of presentation and informational content of ideas, issues, or arguments and positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.3 Determine the level of specificity useful in preparing for communication in a variety of situations, including brief notes, outlines, scripts, tables, graphs, and fully developed messages.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Indicator: 2.1.2 The student will evaluate the effectiveness of international alliances from the perspective of the United States.

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented by others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.6 Determine whether or not problems can be solved with available information.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.5 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.3 Determine the level of specificity useful in preparing for communication in a variety of situations, including brief notes, outlines, scripts, tables, graphs, and fully developed messages.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.1.8 Identify additional information needed or new sources when appropriate.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Indicator: 2.2.1 ***The student will analyze advantages and disadvantages of various types of government throughout the world.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.5 Compare own perceptions or analyses of bias, vested interest, stereotyping, manipulation, or misuse of information with perceptions or analyzes by others.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.3 Determine the level of specificity useful in preparing for communication in a variety of situations, including brief notes, outlines, scripts, tables, graphs, and fully developed messages.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Government

Goal 3

Content Indicator and Skills for Success Elaboration Matches for:

- Thinking
- Communication

Maryland Core Learning Goals
Government

Goal 3

Indicator: 3.1.1 The student will explain the influence of demographic changes on government policies.

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.9 Identify the most important ideas or issues in specific situations.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 3.1.2 ***The student will evaluate the role of government in addressing land use and other environmental issues.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purposes and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.5 The student will recognize bias, vested interests, stereotyping, manipulation, and misuse of information.

2.5.2 Identify bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.5.4 Analyze the effects of bias, vested interest, stereotyping, manipulation, or misuse of information in specific situations.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.1 The student will identify purposes, intended audiences, proposes messages, and specific situations for communicating.

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 3.1.3 ***The student will evaluate the roles and relationships of regions on the formation and implementation of government policy.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.7 Evaluate issues, ideas, or positions, using specific criteria.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific solutions.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.10 Revise drafts in terms of purposes, proposed messages, forms or genre, intended audiences, selected channels, attending to message content, organization, format, style, and tone.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Government

Goal 4

Content Indicator and Skills for Success Elaboration Matches for:

- Thinking
- Communication

Maryland Core Learning Goals
Government

Goal 4

Indicator: 4.1.1 ***The student will analyze how governments affect the answers to the basic economic questions of what to produce, how to produce, and for whom to produce.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.5 Redefine problems in light of available information.

4.2.6 Determine whether or not problems can be solved with available information.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.10 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.1 Identify strategies that have worked in similar problem situations.

4.3.3 Identify knowledge, resources, and skills required to solve problems.
4.3.4 Identify strategies that seem most appropriate to situations, expected solutions, knowledge, available information and resources, and available levels of skills.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific solutions.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages.

2.3.5 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.3.9 Construct interpretations of text messages in verbal and nonverbal forms, using text-based and knowledge-based information and reasoning.

2.4 The student will evaluate the usefulness of information gained for specific purposes.

2.4.2 Determine the accuracy, relevance, and credibility of information gained and used for specific purposes in specific situations.

2.4.2 Determine the validity of the use of information for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.1 Identify intended uses of information.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.6 Clearly signal beginnings, middles, endings, and other major transitions in message structures.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: ***4.1.2*** ***The student will utilize the principles of economic costs, benefits, and opportunity cost to analyze the effectiveness of governmental policy in achieving socio-economic goals.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

1.3.5 Anticipate possible problems or changes in purposes or situations.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.4 Establish criteria for determining the importance of ideas or issues to purposes and situations, including relevance and validity.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.7 Evaluate issues, ideas, or positions, using specific criteria.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.
2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

3.6.7 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

1.4.12 Evaluate written messages for quality and effectiveness from the perspectives of purposes and audiences.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.

Maryland Core Learning Goals
Government

Indicator: 4.1.3 ***The student will examine regulatory agencies and their social, economic, and political impact on the United States.***

Skills For Success Indicator and Elaboration Matches
Goal 2 : Thinking Skills

1.1 The student will develop alternative perspectives or ways of thinking and acting in complex situations.

1.1.1 Express thoughts relevant to situations.

1.1.3 Identify multiple perspectives in complex situations.

1.1.4 Contribute new ideas and perspectives in a variety of situations.

1.1.6 Paraphrase, summarize, explain, ask questions or represent ideas and perspectives of others.

1.1.7 Present alternative perspectives or ways or doing things in complex situations.

1.1.8 Compare perspectives for similarities and differences.

1.2 The student will represent creative ideas in forms appropriate to purpose and situations.

1.2.2 Determine relevance, usefulness, and originality of ideas for specific purpose and situations.

1.2.3 Represent ideas clearly and concisely.

1.3 The student will test and evaluate creative ideas before adopting them.

1.3.2 Evaluate ideas from a variety of perspectives, using specific criteria.

1.3.3 Determine how well ideas serve their intended purposes.

2.1 The student will identify key ideas and issues in complex situations.

2.1.3 Identify explicit and implicit ideas or issues in specific situations.

2.1.5 Identify major ideas and issues in complex situations.

2.1.6 Distinguish between major ideas or issues and supporting ideas, statements, or information.

2.1.7 Represent relationship among ideas or issues verbally or nonverbally.

2.1.8 Rank ideas or issues for importance, using specific criteria.

2.1.9 Identify the most important ideas or issues in specific situations.

2.1.10 Determine the structure of ideas or issues in complex statements, arguments, or presentations.

2.1.11 Compare own analyses of ideas or issues with analyses and perspectives of others.

2.2 Students will evaluate the relevance and usefulness of supporting information in ideas and issues.

2.2.2 Identify information which appears to support purposes.

2.2.4 Determine the relevance and usefulness of information for specific purposes.

2.2.5 Determine credibility of sources of information for specific purposes.

2.2.6 Identify additional information needed to support purposes, when appropriate.

2.2.7 Compare own analyses of the relevance, usefulness, and credibility of information with analyses by others.

2.3 The student will examine basic concepts and assumptions underlying ideas, issues, or positions.

2.3.1 Identify ideas, issues, or positions in specific situations.

2.3.2 Determine underlying concepts and assumptions on which ideas, issues, or positions are based in specific situations.

2.3.3 Identify explicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.4 Determine implicit concepts and assumptions that support or refute ideas, issues, or positions.

2.3.5 Determine the extent to which explicit and implicit concepts and assumptions support or refute ideas, issues, or positions.

2.3.7 Compare alternative analyses.

2.4 The student will establish clear criteria for evaluating ideas, issues, or positions.

2.4.1 Identify ideas, issues, or positions in specific situations.

2.4.5 Represent relationships between ideas or issues and their supporting arguments and information.

2.4.6 Evaluate issues, ideas, or positions, using specific criteria.

2.6 The student will use evidence and/or reason to support or refute ideas, issues, or positions.

2.6.1 Identify ideas, issues, or positions in specific situations.

2.6.2 Identify evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.3 Determine the relevance and validity of evidence and reasoning used to support or refute ideas, issues, or positions.

2.6.5 Represent analyses verbally and nonverbally.

2.6.6 Support or refute representations of ideas, issues, or positions, using analyses of evidence and reasoning.

2.6.8 Compare own analyses of ideas, issues, or positions with analyses presented to others.

4.1 The student will understand situations within which problems are found.

4.1.1 Describe situations within which problems are found.

4.1.2 Identify important information, assumptions, relationships, and perspectives that may affect identification, understanding, and solution of problems in specific situations.

4.1.3 Determine missing information that may affect understanding and solving problems in specific situations.

4.1.4 Represent understanding of situations verbally or nonverbally.

4.2 The student will define problems in specific situations.

4.2.1 Identify problems in specific situations.

4.2.2 Explain why problems are disruptive in specific situations.

4.2.3 Identify information needed to solve problems.

4.2.5 Redefine problems in light of available information.

4.2.7 Anticipate the forms possible solutions might take.

4.2.8 Predict solutions to problems and provide rationales for predictions.

4.2.9 Compare predictions with predictions made by others.

4.3 The student will identify and evaluate alternative ways of solving problems.

4.3.3 Identify knowledge, resources, and skills required to solve problems.

4.5 The student will evaluate solutions and strategies used to solve problems.

4.5.2 Evaluate solutions, using specific criteria.

4.5.3 Compare actual solutions with expected solutions.

4.5.4 Compares solutions with solutions by others.

Goal: 3: Communication Skills

1.3 The student will construct spoken and other messages in forms appropriate to purposes, audiences, and situations.

1.3.4 Represent key ideas or information explicitly in verbal, nonverbal, or electronic codes.

1.4 The student will use writing skills and strategies to construct written messages.

1.4.10 Revise drafts in terms of purposes, proposed messages, forms or genre, intended audiences, selected channels, attending to message content, organization, format, style, and tone.

1.4.11 Proofread for spelling, punctuation, and grammar and edits as necessary.

2.1 The student will gather information from a variety of sources, using appropriate strategies, resources, and technologies.

2.1.2 Identify information needed for specific purposes.

2.3 The student will use reading skills and strategies to gather information and interpret written messages

2.3.4 Scan titles, headers, and graphics displays of texts to gain a general sense of their content and organization.

2.5 The student will organize, store, and access information, using appropriate written, graphic, electronic, or other formats.

2.5.4 Determine complexity, quality, and importance of information.

2.5.8 Determine organization of information appropriate to intended uses and available technologies, time, and skills.

2.6 The student will convey information and messages, using strategies and means appropriately to audiences, purposes, and situations.

2.6.7 Clearly signal purposes, main ideas, and important information in messages.

2.6.8 Use strategies to clarify or reinforce complex information or concepts, including repetition, restatement, representation in other forms or codes, summarization, providing examples, explanations, answering questions, pausing for emphasis, and so on.